

L E A R N I N G

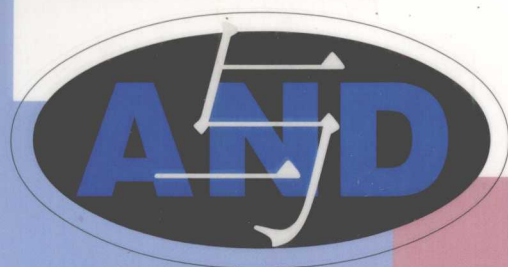
STRATEGIES



# 学习策略

李碧燕 编著

上海教育出版社



# 英语学习



ENGLISH

S T U D Y

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学习策略与英语学习

李碧燕 编著

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# 前言

学习策略一直是教育界的热门话题。如何将教学策略转化为学习策略,使学生从被动的“要我学”的学习者,转化为“我要学”的策略型学习者将是我国大学英语教学改革的目标之一。2003年教育部正式启动‘高等学校教学质量和教学改革工程’,其中明确提到一点就是要把我们的大学生培养成为能够运用一定的策略进行自主学习的学习者。正是在这样的挑战与需求之下,广东外语外贸大学英语教育学院在近几年针对大学英语教学进行了大刀阔斧的改革,英语教材的编写与建设就是其中一项重要举措,其中包括了《学习策略与英语学习》(Learning Strategies and English Study)。

本教材旨在帮助大学一年级学生顺利从高中学习过渡到大学学习,通过掌握一定的学习技巧和策略,养成良好的学习习惯和方法,成为独立自主的学习者。在编写中,我们努力借鉴国内外关于学习策略和英语各种技能培训的研究成果,结合中国学生的学习特点,充分考虑学生的情感因素,无论从教材内容还是活动设计上都进行了大胆的创新和尝试。

本教材分为上下两册。第一册着重帮助学生顺利实现从中学到大学各方面的过渡,包括克服情感的不安、建立良好的自我概念、转变学习理念和学习态度、学会学习、学会自己解决各种问题。第二册着重对具体的英语技能进行训练。通过介绍一定的听力、阅读和写作技巧,帮助学生实现英语学习的有效性,从而提高听说读写的能力。

本教材面对大学一年级学生,第一册共有九个单元,每单元约需2~3学时。教师可针对学生的实际情况,有计划地进行指导并组织好相关的学习活动。策略的学习必须结合一定的应用才可望实现培养独立自主学习的目标。

本教材主要由李碧燕编著和统稿。朱苑苑和钱亚敏参与编写了部分内容,加拿大教师 Erin Pendleton 参与了该教材的部分编写和录音,并审阅了全部

书稿。

本教材得到了广东外语外贸大学英语教育学院李海丽和霍海洪副教授的热情关心和指导,也得到了英语教育学院第一教学部学习策略课程组全体老师的支持和帮助。他们为本教材的编写提出了很多宝贵的意见。英语教育学院的张艺琼、林慧华、盛美金三位老师对本书第一册做了认真的校稿,特此感谢。

本书出版得到了上海教育出版社领导袁正守同志的大力支持。南钢同志为本书做了大量联系工作,诸颖同志对本书稿做了认真的修改。

编者谨向一切关心和帮助过本教材编写的同事和朋友致以衷心的感谢。

由于编写时间仓促,教材中一定存在许多疏漏,敬请大家批评指正。

李碧燕

2005年5月30日于广州白云山下



*Learning Strategies and English Study* was designed specifically for students entering their first year of university. This is often a difficult time for students who are experiencing, for the first time, not only the freedoms associated with adulthood but also the work and responsibilities involved in truly attaining it.

This course aims to help students during this transitional period by making them familiar with what is required of them during their time at university and how they might best achieve it.

The function of *Learning Strategies and English Study* is twofold. Designed by a group of EFL teachers, it teaches students study skills, such as time management, as well as focuses on enhancing their English proficiency. Over the period of an academic year, students are encouraged to develop English skills through a multitude of activities. The activities are student-centered, providing students more time to practice their verbal English during class time. We have found that increasing the amount of time students are given during class to speak directly increases their confidence. The activities are designed to allow even the shyest student the safety of a group and the bravest student an opportunity to address an entire class.

From its first page, *Learning Strategies and English Study* is concerned about teaching the skills needed for a student to become successful during their pursuit of higher education. The objective of this course is to help students learn and apply the basic principles of effective learning strategies as well as master important English skills such as listening, reading, and writing. We hope that our activities will teach students how to learn, rather than what to learn. Our activities are designed to teach students that knowledge can and should be shared, hopefully inspiring them onto a lifelong road of self-learning.

Book I is composed of verbal English exercises. The first unit, entitled, "Looking Back and Moving Forward", allows students to compare their high school days with what they have observed during the first weeks of university life. For many students feel lonely during this period of transition, this is a good time for students, through group discussions, to realize that they are not alone, that many

other students share similar fears and anxieties. Students are also taught the fundamental differences between high school and university education. In most high schools, teachers are responsible for making sure that their students do well, whereas in university, students become responsible not only for themselves, but also for their education.

The following unit teaches students the fundamentals so that they may do well while at university. Concepts such as good study habits, reflective journal writing, time management, and co-operation with other students are taught and enforced through activities that blend multi-media with student interaction.

*Learning Strategies and English Study (Book I)* continues onward to teach a plethora of concepts such as: how to take notes, taking part in discussions, using a dictionary, vocabulary enlargement, improving pronunciation, research methods, academic writing etc. Truly, it is here that they learn the basics of learning. However, these concepts are not self-contained; students may apply concepts learned in this course to any of their other courses at university.

*Learning Strategies and English Study (Book II)* follows in the same vein, but the focus is shifted from verbal participation to listening, reading and writing activities. Students learning a second language tend to be more comfortable with the reading and writing format, and as a result, we have used this opportunity to introduce and teach critical thinking skills such as making inference and detecting implied meanings, distinguishing facts from opinions. These are skills that they will continue to develop throughout their University career.

All in all, we created this unique blend of English instruction and study strategies so that students entering university would have every available resource needed to make the most of their time. We believe that *Learning Strategies and English Study* is a book that students will carry with them not only through their educational career but also well into adulthood.

Erin Pendleton



Welcome to Learning Strategies and English Study

**This book is for students who have just come to university to start their college, or who want to study effectively in English.**

**You will probably find college life enjoyable and rewarding, but you will also find some problems — especially at the beginning of your studies. You will probably have some ideas about how to study, but you may also have some difficulties finding out the most suitable technique for yourself. These are problems for you to solve, but they can be very daunting at the beginning.**

**This book aims to help you learn and apply the basic principles of effective learning strategies as well as master important skills of listening, speaking, reading, and writing so that students can have a better transition to college life and become an effective, independent learner with problem-solving ability. The features of this book are shown as follows:**

#### **Principles**

Teaching how to learn rather than what to learn,

Knowledge Focused  $\longleftrightarrow$  Learner Focused

#### **How do we teach students?**

- Teach them to share knowledge
- Teach them to teach themselves
- 1 **How to** adapt to the new life
- 2 **How to** give an effective presentation
- 3 **How to** use dictionary
- 4 **How to** take part in discussion
- 5 **How to** take notes
- 6 **How to** improve pronunciation



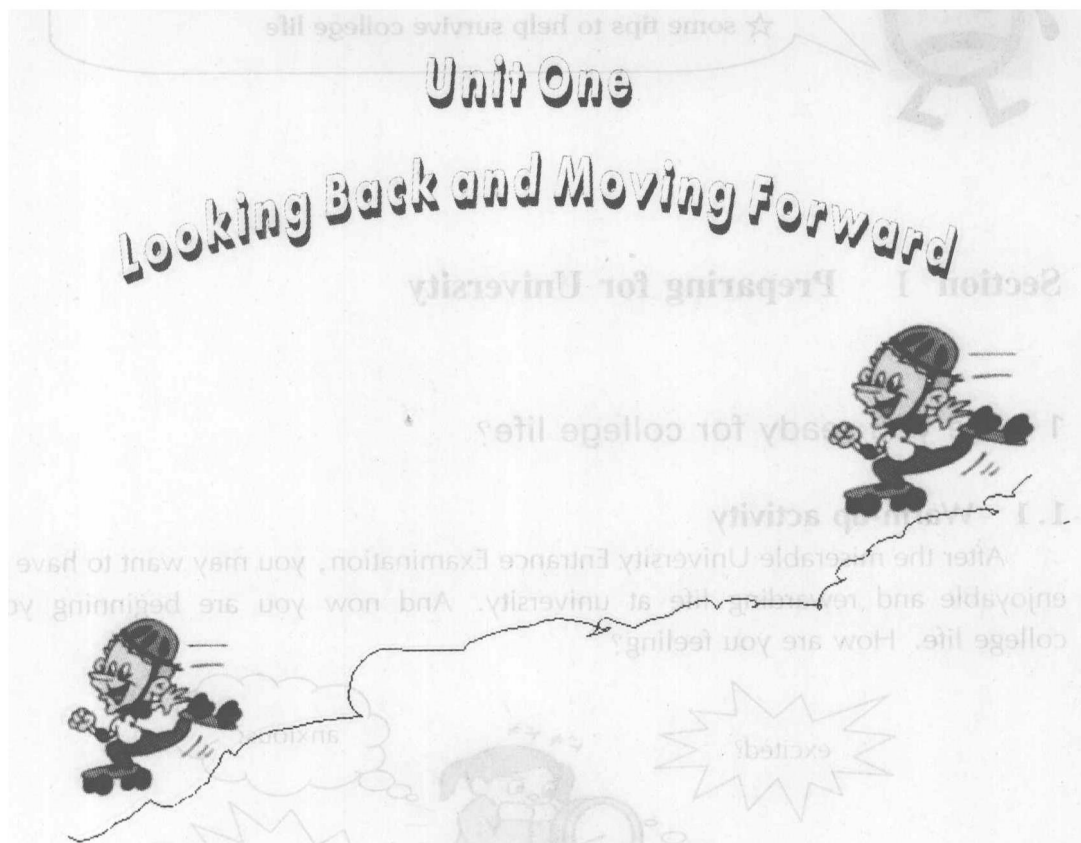
- 7 **How to** enlarge vocabulary
- 8 **How to** do academic writing

- Teach them to assess themselves
  1. provides marking schemata for self-evaluation
  2. provides the possibilities for interactive assessment

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# PART A GENERAL STRATEGIES—PREPARING FOR UNIVERSITY



## Section I Preparing for University

## Section II Making Transition from School to College

## Section III Self-Evaluation

Unit One Looking Back and Moving Forward

1

*You can take a horse to water, but you can't make him drink.*

## Objectives



In this unit, you will learn

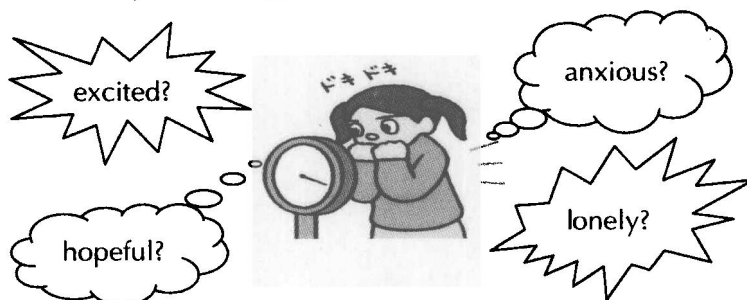
- ☆ the differences between high school and college life
- ☆ some tips to help survive college life

## Section I Preparing for University

### 1 Are you ready for college life?

#### 1.1 Warm-up activity

After the miserable University Entrance Examination, you may want to have an enjoyable and rewarding life at university. And now you are beginning your college life. How are you feeling?



Can you share your feelings with us?

#### 1.2 Group discussion

College life is different from that in high school. Have you found some differences in the way you are taught and in what you are expected?



Make a list of at least three differences you expect to find or you have already found at university. Then work in groups of three or four to discuss your lists.

## 2 Differences between high school and college

### 2.1 Monologue listening.



Listen to the short passage carefully about the differences between high school and college. Then complete the contrast chart below.

#### High School

Your time is \_\_\_\_\_.

You need \_\_\_\_\_ to participate in \_\_\_\_\_ activities.

You can \_\_\_\_\_ parents and teachers to remind you of your responsibilities and to \_\_\_\_\_ you in \_\_\_\_\_.

Teachers \_\_\_\_\_ your \_\_\_\_\_ homework.

Teachers remind you of your \_\_\_\_\_ work.

Teachers are often \_\_\_\_\_ for conversation before, \_\_\_\_\_, or \_\_\_\_\_ class.

#### College

You \_\_\_\_\_ your own time.

You must \_\_\_\_\_ whether to participate in \_\_\_\_\_ activities.

You must \_\_\_\_\_ your responsibilities and \_\_\_\_\_. You will face \_\_\_\_\_ and \_\_\_\_\_ decisions you have never faced before.

Teachers may not always \_\_\_\_\_ homework, but they will \_\_\_\_\_. You can \_\_\_\_\_ the same tasks on tests.

Teachers may \_\_\_\_\_ remind you of \_\_\_\_\_ work.

Teachers are usually open and helpful. But most expect you to \_\_\_\_\_ and want you to attend their \_\_\_\_\_ if you need assistance.

Teachers often write information on the \_\_\_\_\_ to be copied in your notes.

Teachers may lecture \_\_\_\_\_, expecting you to \_\_\_\_\_ the important points \_\_\_\_\_. When teachers write on the board, it may be to \_\_\_\_\_ the lecture, not to \_\_\_\_\_ it. Good notes are a must.

Teachers \_\_\_\_\_ knowledge and facts, sometimes \_\_\_\_\_ and \_\_\_\_\_ you through the thinking process.

Teachers expect you to \_\_\_\_\_ seemingly unrelated topics.

**2.2 Group activity: Based on the chart above, make a summary of the guiding principles of high school and college life respectively.**

High school	College
Guiding Principles	
1)	1)
2)	2)
3)	3)

**2.3 Watch the video "College Life"**



❖ **New words and phrases**

- upperclassman
- in general
- take out
- demanding
- take on
- extra curriculum activities
- prominent
- set aside

❖ **Carry and John are talking about the differences between high school and college in America. Watch the video and finish the following exercises. (4'20")**

According to the video, fill in the blanks

- ◆ What Carry remembered most about college life is \_\_\_\_\_ because \_\_\_\_\_.
- ◆ The differences between high school and college are \_\_\_\_\_.

In high school		At university
	But now ...	Went anywhere he wanted and did whatever he wanted

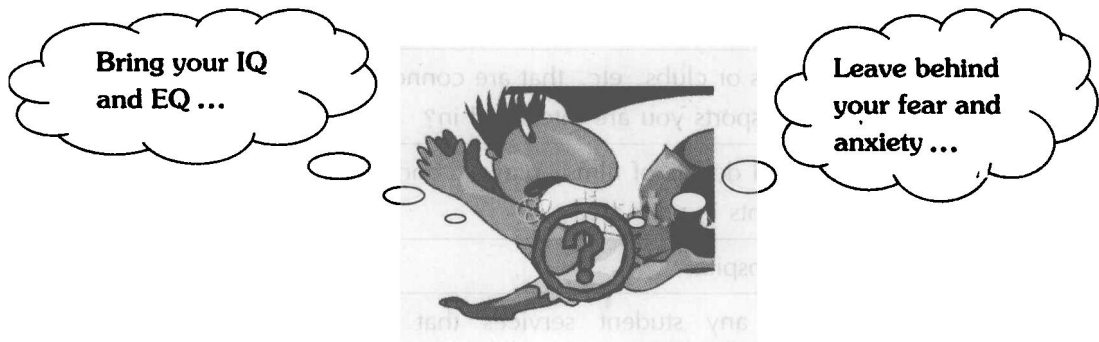
- ◆ How do the students in American universities support themselves?  
They support themselves by \_\_\_\_\_ or \_\_\_\_\_

◇ **Listen for the explanation**

Watch the video again and explain the following words and pay attention to how the speakers explain the followings.

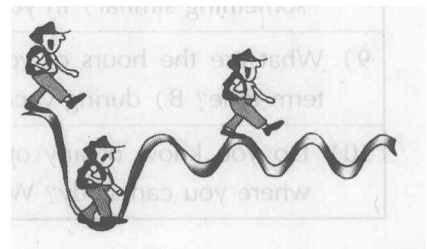
- ◆ Demanding \_\_\_\_\_
- ◆ Prominent \_\_\_\_\_
- ◆ Funds \_\_\_\_\_

University life is so different from your experiences at school, but it is the life you are now living. So how are you going to make the transition as smooth as possible so that you enjoy your time at your university and succeed in your studies?



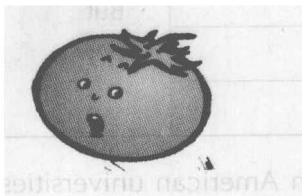
## Section II Making Transition from School to College

This illustration shows three stages first-year students at university move along: 1) **starting on a high with some trepidation**, 2) **followed by a low trough when “reality hits”**, and 3) **plateau**



when you get accustomed to the “normal” routine of university life.

Is it true to you?



## 1 What is expected from you?

### 1.1 Discussion

As a college student, it is your job to know your university well. Do not become one of those who says, “But nobody told me...”.

Below is a summary of the information you need to survive as a student! Discuss with your classmates to see how many you can answer.

Questions	Your Answers
1) Where is someone in an official position that you can discuss personal problems with?	
2) Who can help you with general academic problems?	
3) List your hobbies and sports.	
4) Do you know of teams or clubs, etc. that are connected with the hobbies and sports you are interested in?	
5) Where would you find details of films, plays, concerts, and other entertainments in your area?	
6) Where is your local hospital?	
7) Do you know of any student services that give emergency help to students?	
8) Is there a Students' Representative Council (or something similar) in your college?	
9) What are the hours of your college library? A) during term-time? B) during vacation?	
10) Do you know of any other places besides the library where you can study? When is it open?	



## 1.2 Find your personal resources

Some students feel lonely and helpless at university. This is probably because they don't know how to take good use of all the resources around them. Look at the "resources tree" below and brainstorm more ideas around key words below.

